

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers research design, data collection, data analysis, and research procedure.

#### **3.1 Research Design**

This study used qualitative approach as a research design. Based on Wahyuni (2011), qualitative research is an inductive approach and the purpose is to describe an experience or phenomenon on a person or group, basically qualitative research is not focused on number but qualitative put their focused on word and observation then could develop during the process.

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study things in their natural setting, attempting to make sense of, or interpret phenomena in terms and collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts---that describe routine and problematic moments and meanings in individual lives. (Denzin and Lincoln, 2004: p2)

Qualitative research is applied to explain and investigate the obstacle that face by student with lisp, and case study become the research approach. Yin as cited in Wahyuni (2011) stated that case study is an empirical inquiry that investigates a contemporary phenomenon that related in real life. In this case, students with lisp is not common condition and it becomes the reason why the case study is appropriate approach for this study. So that as the result from case study, the researcher gets the pronunciation problems from students with lisp.

### **3.2 Subjects of Study**

In this study, researcher has selected two students from English Department 2014 academic year at University of Muhammadiyah Malang as the participants. Both of them are studying in fifth semester and passing Pronunciation Class in their first year at university. The background of the participants are English Students and they have lisp condition.

### **3.3 Data Collection**

Data collection is a technique that aiming at collecting or gathering the data (Ary, Jacobs, Sorensen , & Razavieh, 2010). In addition data collection could be developed during the research process following post investigations. Then, for collecting the data researcher uses instrument such as interview and speaking test.

#### **3.3.1 Instrument**

Instrument is the tools that is used for data collection, and consist of observation, test, questionnaire, etc. (Annum, 2016). In this case the researcher uses interview and test.

#### **1. Interview**

The interview is used to identify types of lisp and how the students overcomes their pronunciations obstacles. Thus, the researcher uses semi structured interviews to anticipate the different responses or answer from participants who are being interviewed. According to Zorn (2012) semi structured interview is allowed to develop the topic during interview. In addition, by using semi structured interview the researcher may anticipate different response by participants.

To begin the interview, researcher asks some points to get the data about lisp and the overcome by student. Below are the example of questions given by the researcher:

- Do you have some problems in pronunciations? Especially in /r/ sounds\
- When do you realize that you're struggling in pronouncing /r/ sounds?
- Do you find difficulties in communication or to express something?
- Are there any word that you cannot pronounce?
- Do you find the solutions for your pronunciations obstacles?

Other questions may be given following the students' response during interview to get sufficient data.

## **2. Speaking Test**

The last instrument is speaking test, according to Arikunto (2010, p 193) test is questions, exercises, or another tool that used to measure the skills, knowledge, intelligence, ability or aptitude of the individual or group. The researcher uses test to identify the student's pronunciation or define the /r/ sound. In this case the researcher gives the students speech text to read, while the student read the text, the researcher records student's voice to identify their lisp. The researcher evaluates the speech from students and then have a certain view on British accent to assess their speech.

### **3.3.2 Data Collection Procedure**

The researcher uses two instruments to collecting data, interview and speaking test. The researcher asks the students to read the short text, then read it loudly while their voice record on video. Then, the researcher do the interview to get more information from the students and know how their perspective with their lisp condition.

### 3.4 Data Analysis

Data analysis is the step to justify the data through research, to justify the data there are few factor that involves the data, those are consolidating, reducing, interpreting. What people have said and what the researcher has seen and read which is this the process of making meaning (Merriam, 2009).

By the data taken from interview, the researcher analyzes students' obstacles by consolidating the data. Thus, reducing the data to simplify result is used for make the researcher more easily to interpreting the data in post research.

Then, from the analysis of data the researcher can conclude the pronunciations obstacles faced by students with lisp. Moreover, the researcher gets information on their method to face the lisp.

